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ABSTRACT

A strong connection exists between the vitality of America's economy and the consumer education components of vocational education, basic adult education, and the private sector. While great progress has been made in implementing consumer programs at the junior and senior high levels, the Adult Performance Level study indicates that consumer economics and education are among the knowledge areas that pose the greatest difficulty for large numbers of adults. Because parents have the primary responsibility and authority for the education of their children, and because parents and the private sector are the rightful and most important consumers of education, educators must develop an effective program to increase parent and private sector involvement in our nation's schools. Particularly needed are training programs to help parents fill different roles in involvement activities, training for teachers in how to involve parents more effectively in the classroom and in the home, and training for principals on how to approach parents and the community to improve their understanding of the important issues of the day and to solicit their support. Programs in cities such as San Francisco, Houston, and Washington, D.C. attest to the fact that such efforts can and will help foster partnerships among schools, parents, and the private sector. (MN)

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SPEECH DELIVERED BY T. H. BELL

U.S. SECRETARY OF EDUCATION

NATIONAL CONSUMERS WEEK, KICK-OFF SPEECH

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
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APRIL 25, 1983 - WASHINGTON, D.C.

DEPARTMENT OF STATE - 2:00 P.M.

THANK YOU DR. MOHR. IT IS A PLEASURE FOR ME TO ASSIST IN LAUNCHING NATIONAL CONSUMER WEEK TODAY. CONSUMER EDUCATION IS A LIFELONG LEARNING RESPONSIBILITY. THIS IS THE OPPORTUNE TIME FOR US TO BE DISCUSSING CONSUMER EDUCATION, BECAUSE IT IS IN FACT, DIRECTLY RELATED TO PRESIDENT REAGAN'S ECONOMIC GOALS. AS YOU KNOW, ECONOMIC REVITALIZATION AND STRENGTHENING THIS NATION'S CAPACITY TO BECOME MORE PRODUCTIVE AS WELL AS PROMOTE OPPORTUNITIES FOR LIFELONG LEARNING ARE OF PARAMOUNT IMPORTANCE TO THE PRESIDENT BECAUSE THEY ARE OF PARAMOUNT IMPORTANCE TO THE FUTURE OF OUR COUNTRY.

I BELIEVE THERE IS A STRONG CONNECTION BETWEEN THE VITALITY OF AMERICA'S ECONOMY AND THE CONSUMER EDUCATION COMPONENTS OF VOCATIONAL EDUCATION, BASIC ADULT EDUCATION AND THE PRIVATE SECTOR. PRESIDENT REAGAN STATED HIS VIEW OF THE IMPORTANCE OF CONSUMER EDUCATION SUCCINCTLY IN HIS PROCLAMATION OF NATIONAL CONSUMER'S WEEK, 1983:

> "A MAJOR FUNCTION OF OUR COMPETITIVE FREE ENTERPRISE ECONOMY IS TO SATISFY CONSUMER DEMAND. THE EFFECTIVE DEMAND OF CONSUMERS IS WHAT KEEPS PRODUCERS IN THE BUSINESS OF SUPPLYING GOODS AND SERVICES AND IS VITAL TO KEEPING THE WHEELS OF INDUSTRY TURNING. THEREFORE, IT IS MORE IMPORTANT THAT WE FULLY RECOGNIZE THE CRUCIAL ROLE CONSUMERS PLAY IN OUR ECONOMY."

BACK IN 1976, I WAS HERE IN WASHINGTON AS THE U.S. COMMISSIONER OF EDUCATION. DURING THAT BICENTENNIAL YEAR I SPOKE TO A CONFERENCE ON CONSUMER EDUCATION. LET ME READ YOU A PARAGRAPH FROM THAT ADDRESS:

"ONE ACKNOWLEDGED FUNCTION OF OUR SCHOOLS IS TO PREPARE YOUNG PEOPLE FOR CITIZENSHIP. MOST OF US HERE REMEMBER WHEN THAT MEANT MEMORIZING THE GETTYSBURG ADDRESS OR READING BIOGRAPHIES OF PIONEER HEROES.

THE DOCUMENTS, THE PEOPLE, AND THE EVENTS MAKING UP OUR HISTORY STILL HAVE INSPIRATIONAL QUALITIES, AND MANY SCHOOLS AND COMMUNITY GROUPS ARE MARKING THIS BICENTENNIAL YEAR BY LOOKING BACK INTO HISTORY. THIS IS QUITE PROPER, BUT I CANNOT HELP BUT WONDER HOW MANY BICENTENNIAL COMMEMORATIONS WILL EXAMINE HISTORICAL EVENTS IN THE LIGHT OF <u>CITIZEN PARTICIPATION</u> IN THOSE EVENTS. HOW MANY CEREMONIES WILL MEAN ANYTHING TO TODAY'S AMERICANS? ESPECIALLY, WILL THEY MEAN ANYTHING TO TODAY'S AMERICANS AS CONSUMERS?

THE PATRIOTS WHO ENGINEERED THE BOSTON TEA PARTY WERE REALLY GIVING THE CITIZENS OF BOSTON A CRASH COURSE IN CONSUMER EDUCATION. WITH THE TEA FLOATING OUT TO SEA, CONSUMERS WOULDN'T BUY IT BECAUSE THEY <u>COULDN'T</u>.

BUT NOW, MORE THAN 200 YEARS LATER, WILL THE STORY OF THE BOSTON TEA PARTY BE RECOUNTED AS THE CONSUMER PROTEST THAT IT WAS? I HOPE SO, FOR IT IS IMPORTANT THAT OUR CITIZENS, OLD AND YOUNG, UNDERSTAND THAT EVEN AS THE

AMERICAN REVOLUTION WAS TAKING SHAPE, CONSUMER EDUCATION WAS PART OF THE REAL-LIFE CURRICULUM.

THIS IMPORTANCE IS RECOGNIZED BY PRESIDENT REAGAN. AGAIN I QUOTE FROM HIS PROCLAMATION FOR NATIONAL CONSUMER WEEK:

"BECAUSE AN EFFECTIVE AND EFFICIENT SYSTEM OF COMMERCE DEPENDS ON AN INFORMED AND EDUCATED PUBLIC, I URGE SCHOOLS, PUBLIC AND PRIVATE AGENCIES, AND ALL APPROPRIATE PUBLIC-SPIRITED GROUPS TO ADVANCE CONSUMER COMPETENCE BY HELPING TO PROVIDE THE NECESSARY CONSUMER AND ECONOMIC INFORMATION FOR ALL OUR CITIZENS TO MAKE WELL THOUGHT-OUT CHOICES IN THE MARKET-PLACE."

CONSUMER EDUCATION: THE STATE OF THE ART

MAJOR RESEARCH PROJECTS, STATE REPORTS AND POSITION PAPERS BY KNOWLEDGEABLE CONSUMER EDUCATION PROFESSIONALS INDICATE THAT MUCH PROGRESS HAS BEEN MADE THROUGH VOCATIONAL EDUCATION AND ADULT EDUCATION. SOME SIGNIFICANT FINDINGS OF RESEARCH INDICATE THAT:

- NINETY SEVEN PERCENT OF JUNIOR AND SENIOR HIGH SCHOOLS REPORTED ONE OR MORE SPECIALIZED CONSUMER PROGRAMS IN HOME ECONOMICS AND MORE THAN THREE-FOURTHS OF THE SENIOR HIGH SCHOOLS REPORTED SOME COURSES TREATING CONSUMER EDUCATION IN DISTRIBUTIVE EDUCATION, BUSINESS EDUCATION

AND SOCIAL STUDIES. (SURVEY AND EVALUATION OF CONSUMER EDUCATION PROGRAMS IN THE U.S.)

- o SCHOOLS AT ALL EDUCATIONAL LEVELS HAVE INCREASINGLY BEEN CALLED UPON TO INCLUDE CONSUMER EDUCATION IN ORDER TO MEET EMERGING SOCIETAL PROGRAMS AND CONCERNS. (CONSUMER EDUCATION IN THE STATES BY EDUCATION COMMISSION OF THE STATES).

- o STATE LEGISLATURES HAVE RECOGNIZED THE IMPORTANCE OF CONSUMER EDUCATION BY PASSING RESOLUTIONS AND STATUTES URGING INCREASED ACTIVITIY IN CONSUMER EDUCATION BUT DO NOT RECOMMEND MANDATORY LEGISLATION AS THE WAY TO AFFECT THE DEVELOPMENT OF CONSUMER EDUCATION.

THE ADULT PERFORMANCE LEVEL STUDY FUNDED BY THE DIVISION OF ADULT EDUCATION SERVICES REPORTED THAT CONSUMER ECONOMICS/ EDUCATION IS ONE OF THE KNOWLEDGE AREAS WHICH POSE THE GREATEST DIFFICULTY FOR A LARGE NUMBER OF ADULTS, ESPECIALLY FOR THOSE ADULTS WHO ARE FUNCTIONALLY ILLITERATE. THIS DIVISION IS WORKING CLOSELY WITH THE ADULT EDUCATION DIRECTORS IN THE 57 STATES AND TERRITORIES TO CREATE INTEREST IN A NEW PROGRAM CONCEPT, "CONSUMER RIGHTS AND RESPONSIBILITIES." THIS INITIATIVE PLACES AN EMPHASIS ON THE DEVELOPMENT OF "PROBLEM-SOLVING" SKILLS.

- I HAVE TALKED MOSTLY ABOUT CONSUMER EDUCATION AND ITS PLACE IN THE CLASSROOM AND ITS ROLE IN IMPROVING OUR COMPETENCE AS

CITIZENS AND AS PARTICIPANTS IN A FREE ECONOMY. I'D LIKE TO TURN FOR A MOMENT NOW TO A SPECIFIC GROUP OF CONSUMERS IN EDUCATION.

- THAT PRIMARY GROUP OF CONSUMERS IN EDUCATION, OTHER THAN STUDENTS THEMSELVES, IS OF COURSE PARENTS - OF SCHOOL AGE CHILDREN.

- I FIRMLY BELIEVE THAT PARENTS HAVE THE PRIMARY RESPONSIBILITY AND AUTHORITY FOR THE EDUCATION OF THEIR CHILDREN.

- SCHOOLS AND SCHOOL SYSTEMS HAVE THE RESPONSIBILITY TO SUPPORT PARENTS IN THE EDUCATION OF THEIR CHILDREN BY PROVIDING THE SKILLS AND PROFESSIONAL SERVICES TO FOSTER QUALITY EDUCATION.

- THE CLASSROOM TEACHER AND THE BUILDING PRINCIPAL PROVIDE THE VITAL SERVICES AND ORGANIZED INSTRUCTION FOR THE EDUCATION OF EACH CHILD, BUT THEY CAN'T DO IT ALONE. THEY NEED THE HELP OF EVERY CHILD'S PARENT. THEY NEED PARENTAL SUPPORT TO MAINTAIN OUR EDUCATIONAL SYSTEM AND TO STRIVE TOWARD THE QUALITY EDUCATION OUR CHILDREN WILL NEED TO CONFRONT A RAPIDLY EXPANDING AND COMPLEX FUTURE.

- THAT IS WHY SO MUCH OF OUR EFFORT IN THIS ADMINISTRATION HAS BEEN DIRECTED AT RETURNING AUTHORITY AND DECISION MAKING TO STATE AND LOCAL GOVERNMENT. THERE IT IS CLOSER TO THE PARENTS, CLOSER TO THE TEACHERS, PRINCIPALS, SUPERINTENDENTS,

AND SCHOOL BOARD MEMBERS WHO KNOW BEST THE NEEDS OF THEIR OWN LOCAL MARKET.

- JUST AS CITIZENS NEED TO BE EQUIPPED TO ACT AS INTELLIGENT CONSUMERS, PARENTS NEED TO BE INFORMED TO CARRY OUT THEIR RESPONSIBILITIES IN THE EDUCATION OF THEIR CHILDREN AND THE SUPPORT OF OUR SCHOOLS.

- IT HAS SEEMED TO ME FOR SOME TIME, PERHAPS OVER THE LAST TWO DECADES, PARENTS BECAME INCREASINGLY DISENFRANCHISED FROM THE EDUCATION OF THEIR CHILDREN. WHY?

- KNOWLEDGE HAS VIRTUALLY EXPLODED - GROWING AT AN EXPONENTIAL RATE.

- EDUCATION HAS BECOME INCREASING PROFESSIONALIZED AND SPECIALIZED IN MANY WAYS.
- SCHOOL DISTRICTS WERE CONSOLIDATED BY THE THOUSANDS - MAKING DISTRICT OFFICES AND BOARDS OF EDUCATION HARDER TO REACH.

- AN ENORMOUS GROWTH IN EDUCATION RESEARCH AND SCHOOL IMPROVEMENT CLAIMS AND THEORIES HAS OCCURED - OFTEN WITH CONFOUNDING RESULTS.

- WE HAVE GONE THROUGH A PERIOD OF MAJOR CURRICULUM REFORM IN SCIENCE, AND SOCIAL STUDIES AND MATH WITH THE RESULT THAT TEACHERS OFTEN INSTRUCTED PARENTS <u>NOT</u> TO TRY TO HELP THEIR

CHILDREN WITH HOMEWORK. IN SOME CASES PARENTS WERE TOLD THEY WOULD ONLY CONFUSE THEIR CHILDREN, BECAUSE - "WE DON'T DO IT THAT WAY ANYMORE."

- ECONOMIC CIRCUMSTANCES AND CHANGING CULTURAL NORMS MEANT MOTHERS BECAME PART OF THE WORKFORCE IN RECORD NUMBERS.

- TELEVISION HAS HAD A GREAT IMPACT ON THE EDUCATION OF OUR CHILDREN, WHETHER WE LIKE IT OR NOT. NEXT TO SLEEPING, YOUNGSTERS SPEND MORE TIME WATCHING TELEVISION THAN ANYTHING ELSE.

- AS MANY OF YOU KNOW I'M VERY OPTIMISTIC ABOUT THE IMPACT THAT COMPUTERS, ESPECIALLY MINI COMPUTERS WILL HAVE - AND ARE HAVING ON THE EDUCATION OF OUR CHILDREN. MANY PARENTS, AND I FEAR EVEN SCHOOL PERSONNEL, ARE BEING LEFT IN THE DUST BY THE RUSH OF NEW TECHNOLOGY. THIS IS AN AREA WHERE WE REALLY NEED CONSUMER EDUCATION!!

- FOR ALL OF THESE REASONS AND MORE, PARENTS HAVE LOST TOUCH, BEEN CROWDED OUT IN MANY WAYS, FROM THE EDUCATION OF CHILDREN.

- THOUGH I CAN'T CLAIM ANY CAUSAL RELATIONSHIP, ADVERSE ACTIONS OFTEN HAVE BENEFICIAL RESULTS - IF YOU LOOK FOR THE SILVER LINING.

- DECLINING TEST SCORES SIGNALED BAD NEWS, AND GREAT CAUSE FOR ALARM, - THEY ALSO WOKE US UP TO THE FACT THAT NOT ALL WAS WELL IN EDUCATION.

- IT SAID TO PARENTS, WAIT A MINUTE, MAYBE THEY AREN'T LEARNING ENOUGH OF THE BASICS AFTER ALL. AND PARENTS IN GREATER AND GREATER NUMBERS BEGAN TO WANT TO KNOW WHY JOHNNY COULDN'T READ!

- IT WASN'T LONG BEFORE BUSINESS AND INDUSTRY BEGAN TO ASK THE SAME QUESTION WITH REGARD TO THEIR ENTRY LEVEL EMPLOYEES THEY BEGAN DEMANDING A BETTER PRODUCT FROM OUR SCHOOLS.

- LIKE ANY GOOD CONSUMER, SOME PARENTS HAVE SOUGHT BETTER QUALITY PRODUCTS AND PROCESSES BY MOVING THEIR CHILDREN TO PRIVATE SCHOOLS. ALMOST ALL PARENTS WANT TO BE AN INTEGRAL PART OF THEIR CHILD'S EDUCATION. THEY WANT BACK IN THE SCHOOL DOOR - AND NOT JUST TO RAISE FUNDS AND SELL COOKIES!

- FORTUNATELY BUSINESS AND INDUSTRY WANT IN TOO. THEY REALIZE THAT AMERICA'S FUTURE IN THE MARKETPLACE, IN A COMPETITIVE WORLD ECONOMY, WILL DEMAND MORE FROM THEM AND MORE FROM THEIR EMPLOYEES. IMPROVING THE QUALITY OF OUR EDUCATIONAL SYSTEM IS THE KEY TO THEIR SURVIVAL.

- THERE IS A REVIVAL, A RESURGENCE OF INTEREST IF YOU WILL, OF PARENTS AND THE PRIVATE SECTOR TO GET INVOLVED IN IMPROVING THE QUALITY OF OUR SCHOOLS.

- SOME HISTORIANS HAVE NOTED THAT NEXT TO OUR CONSTITUTION, AND PERHAPS ON A PAR WITH OUR MODERN URBAN-INDUSTRIAL SOCIETY, THAT AMERICAS EDUCATION SYSTEM, EDUCATION FOR ALL, HAS BEEN ONE OF ITS GREATEST CONTRIBUTIONS TO THE HISTORY OF WESTERN CIVILIZATION.

- AND SO I SAY TO YOU THAT PARENTS AND THE PRIVATE SECTOR ARE OUR RIGHTFUL AND MOST IMPORTANT CONSUMERS OF EDUCATION, NEXT TO THE CHILDREN THEMSELVES OF COURSE. AS WE HAVE LEARNED FROM INDUSTRY, IF WE ARE TO MAKE A PROFIT IN EDUCATION AND REMAIN COMPETITIVE, THEY MUST BE INVOLVED.

- I AM SO GLAD THEY WANT TO BE INVOLVED. AS YOUR SLOGAN FOR THE WEEK SAYS "CONSUMERS SUPPLY DEMAND." I HAVEN'T GOT THE TIME TO TELL YOU ALL ABOUT THEM, BUT THERE ARE THOUSANDS OF EXCITING PROJECTS ALL ACROSS THE COUNTRY WHERE PARENT INVOLVEMENT AND PRIVATE SECTOR INVOLVEMENT IS HELPING SCHOOLS HELP OUR CHILDREN.

- ALTHOUGH WE'VE ALWAYS HAD SOME PARENT INVOLVEMENT IN OUR SCHOOLS, THIS IS A NEW MOVEMENT AND HAS NEW AND UNMET DEMANDS. EDUCATORS MUST MEET THIS CONSUMER DEMAND.

- RECENT STUDIES IN COLORADO AND CONNECTICUT AND COOROBORATED ELSEWHERE HAVE POINTED OUT THAT WE SERIOUSLY LACK AN EFFECTIVE TRAINING PROGRAM: TRAINING FOR PARENTS TO FILL DIFFERENT ROLES IN INVOLVEMENT ACTIVITIES, TRAINING FOR TEACHERS IN HOW TO MORE EFFECTIVELY INVOLVE PARENTS IN THE

CLASSROOM AND IN THE HOME, TRAINING FOR PRINCIPALS IN HOW TO BETTER APPROACH PARENTS AND THEIR COMMUNITY TO HELP THEM TO BETTER UNDERSTAND THE IMPROTANT EDUCATIONAL ISSUES OF THE DAY AND TO SOLICIT THEIR SUPPORT.

- IT IS IMPORTANT NOW TO ADDRESS THESE NEW PROBLEMS, I AM LOOKING FORWARD TO WORKING WITH STATE AND LOCAL OFFICIALS, WITH TEACHERS AND PRINCIPALS, WITH PARENTS AND THE PRIVATE SECTOR TO SEE HOW WE CAN HELP ENCOURAGE INCREASED PARENT INVOLVEMENT.

- I KNOW I'VE TALKED A LONG TIME BUT THERE IS AN AREA WHERE THE ADMINISTRATION HAS BEEN BUSY IN THIS REGARD, AND I'D LIKE TO MENTION JUST A FEW OF THE THINGS THAT ARE GOING ON. THIS IS IN THE AREA OF BUSINESS INVOLVEMENT IN EDUCATION - THE PRESIDENT'S PRIVATE SECTOR INITIATIVE.

PRESIDENT REAGAN'S PRIVATE SECTOR INITIATIVES HAVE HELPED FOCUS ONCE AGAIN ON THE FUNDAMENTALS OF SOUND OPERATING PROCEDURES. THE PRESIDENT HAS REPEATEDLY STATED THAT THE FEDERAL GOVERNMENT DOES NOT HAVE THE RESPONSIBILITY TO PROVIDE A CURE-ALL FOR SOCIETY'S PROBLEM.

IMPROVING EDUCATION AND SOLVING ITS PROBLEMS ARE PRIMARILY THE RESPONSIBILITY OF INDIVIDUALS, AND COMMUNITIES. TO CARRY OUT THIS RESPONSIBILITY EFFECTIVELY THERE MUST BE A PARTNERSIP OF CONCERNED CITIZENS, PARENTS, CIVIC AND RELIGIOUS GROUPS,

SERVICE ORGANIZATIONS, BUSINESS, UNIONS, AND THE EDUCATIONAL SECTOR. ALL MUST WORK TOGETHER.

WHILE NOT ALL OF THE PRIVATE SECTOR PROJECTS FOCUS ENTIRELY ON EDUCATION, MANY HAVE EDUCATION AS PART OF THEIR INITIATIVES. SOME SEEK SPECIFIC SOLUTIONS TO EDUCATION PROBLEMS.

THERE IS AN INDUSTRY/EDUCATION PARTNERSHIP THAT HAS ENVOLVED IN STEILACOOM, WASHINGTON. WASTE ENERGY FROM PAPERMILL EFFLUENT IS BEING BURNED TO PROVIDE HEAT FOR THE LOCAL HIGH SCHOOL.

CITIES IN SCHOOLS WAS ESTABLISHED A FEW YEARS AGO IN SIX CITIES ACROSS THE UNITED STATES. THIS CONCEPT COMBINES THE EFFORTS OF ESTABLISHED SCHOOL SYSTEM, PRIVATE PARTICIPATION AND DONATIONS TO TEACH YOUTH IN THE INNER CITY. THIS CONCEPT CAN WORK IN ANY URBAN SCHOOL.

THE SYSTEM TAKES THE YOUTH TO THE SCHOOLS WHERE THEY SHOULD BE ANYWAY AND PROVIDES FOR THEM EXTRA COUNSELING, TUTORING AND SUPPORT FROM VOLUNTEERS OF VARIOUS OUTSIDE GROUPS. THE RESULTS HAVE SHOWN THAT YOUTH WHO START WITH DISCIPLINE PROBLEMS, LOW AND DROP-OUT, AS WELL AS OTHER SOCIAL DIFFICULTIES, HAVE PROGRESSED INTO COLLEGES AND PRODUCTIVE STUDENT CITIZENS.

SAN FRANCISCO HAS A MODEL PROGRAM CALLED CAPS, WHICH STANDS FOR CORPORATE ACTION IN PUBLIC SCHOOLS, CAPS VOLUNTEERS TRAVEL

IN TEAMS TO A SCHOOL, WHERE THEY ARE LINKED WITH STUDENTS UNDER THE TEACHER'S DIRECTION. THEY SERVE AS ROLE MODELS, WHO:

- REINFORCE BASIC SKILLS, READING, MATH AND COMMUNICATION
- ENRICH AND INDIVIDUALIZE INSTRUCTION;
- TUTOR ENGLISH AS A SECOND LANGUAGE;
- PREPARE STUDENTS TO MEET CAREER GOALS;
- RELATE CLASSROOM SKILLS TO LIFE EXPERIENCES.

THE CORPORATIONS LEARN ABOUT THE COMMUNITIES THEY SERVE, AND STUDENTS RECEIVE A FIRST-HAND LOOK INTO THE WORKING WORLD AND RECOGNIZE ITS IMPACT ON THEIR FUTURE.

THE LIST OF EXEMPLARY PROGRAMS IS ENDLESS. PROGRAMS SUCH AS DALLAS' ADOPT-A-SCHOOL, THE BILINGUAL BORICUA COLLEGE IN NEW YORK CITY, OPERATION FAIL-SAFE IN HOUSTON, AND MANY MORE ARE MODELS FOR OTHERS AS ENDLESS OPPORTUNITY FOR THE LOCAL COMMUNITY TO SOLVE ITS PROBLEMS MORE EFFECTIVELY.

HERE IN WASHINGTON WE ARE SEEKING MORE EXAMPLARY EDUCATION PROGRAMS THAT HAVE HEAVY PRIVATE SECTOR INPUT SO THAT OTHERS MAY USE THEM AS MODELS. AND IF A NEW PROJECT NEEDS HELP, WE ALSO OFFER SPECIALIZED ASSISTANCE.

ONE OF THE MORE IMPORTANT LONG-RANGE INITIATIVES IN WHICH THE DEPARTMENT IS ENGAGED IS AN EFFECT TO REMOVE THE THREE MAJOR IMPEDIMENTS TO PUBLIC-PRIVATE COOPERATION--THE LEGAL, ECONOMIC, AND PSYCHOLOGICAL BARRIERS. THE DEPARTMENT IS ENCOURAGING THE

WITHDRAWAL OR MODIFICATION OF RESTRICTIVE LEGISLATION RELATING TO VOLUNTEERS AND PRIVATE-PUBLIC COOPERATION, THE WIDER USE OF SEED MONEY, AND THE CREDIT AND RECOGNITION BE GIVEN TO VOLUNTEER AND PUBLIC-PRIVATE COOPERATIVE EFFORTS.

IT IS MY HOPE THAT EACH OF YOU WILL INVESTIGATE THE POSSIBILITIES FOR PROMOTING INCREASED CONSUMER EDUCATION IN YOUR STATE OR LOCALITY. CONTACT THE DEPARTMENT OF EDUCATION REGIONAL OFFICE IN YOUR STATE, EACH OF THEM ARE INVOLVED IN PRIVATE SECTOR INITIATIVES.

IN CLOSING, I WOULD AGAIN LIKE TO QUOTE THE PRESIDENT'S PROCLAMATION:

> "...BECAUSE CONSUMER AND ECONOMIC EDUCATION CAN CONTRIBUTE IMMEASURABLY TO OUR COMPETENCE AS CONSUMERS AND CITIZENS, IT SHOULD BE STARTED IN THE SCHOOLS AT THE EARLIEST POSSIBLE TIME.
>
> ...IT IS CLEAR THAT GREATEST FAIRNESS FOR CONSUMERS CAN BE ACHIEVED THROUGH THE ACTIVE COOPERATION OF BUSINESS, GOVERNMENT, AND CONSUMERS THEMSELVES WORKING TO INSURE EQUITY, INCREASED COMPETITION, AND SAFETY IN OUR FREE MARKET ECONOMY."

THANK YOU AND BEST WISHES IN ALL OF YOUR DELIBERATIONS.

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